

Primary School (Key Stage 2)

Achievement and
Attainment Tables

2009

Torbay
880



department for
children, schools and families

Introduction

These Tables give information on the achievements of pupils in local primary schools, and how they compare with other schools in the Local Authority (LA) area and in England as a whole.

The Tables show:

- background information on each school, including its name, address and telephone number
- results from the KS2 tests taken in May 2009 in English, mathematics and science
- a Key Stage 1 (KS1) to Key Stage 2 (KS2) Contextual Value Added (CVA) score which measures the progress made by pupils from the end of KS1 to the end of KS2 using their test results. It takes into account the varying starting points of each pupil's KS1 test results, and also adjusts for factors which are outside a school's control (such as gender, mobility and levels of deprivation) that have been observed to impact on pupil results
- rates of pupil absence from school, showing the percentage of overall absence and the percentage of persistent absence for each mainstream maintained school.

The information in this booklet gives only part of the picture of each school's and its pupils' achievements. Schools change from year to year and their future results may differ from those achieved by current pupils.

The Tables should be considered alongside other important sources of information such as Ofsted reports and school prospectuses. Maintained schools must provide parents with prospectuses on request. Ofsted school inspection reports can be obtained from Ofsted's website at www.ofsted.gov.uk or direct from the school on request.

Each booklet is one of a set of 152 Tables, covering each LA area in England. All maintained primary schools in the area are listed in alphabetical order. Schools that do not take pupils up to the age of 11 (e.g. infant schools) and independent schools are not included.

As in previous years, only background information is published for schools that had 10 or fewer pupils eligible to sit the KS2 tests.

About These Tables

General

The National Curriculum Key Stage 2 test results for maintained schools in England are provided in these Tables. For each LA, schools are listed alphabetically, with special schools shown in a separate section at the end of each list.

If your child already attends a school listed in the Tables, you will be interested to see how its results compare with other schools in the area, and with the LA and national averages. You can also see, at a glance, how each school's results have changed over the past four years.

You may want to discuss the results with teachers at your child's school. How do they feel the school is performing, and what plans do they have to improve levels of achievement? How can you support the work of the school? What more can you do to help your own child do better?

Choosing a school

If you are considering local primary schools for your child, you will find helpful information in the Tables about the performance of schools in your area. However, the Tables provide only part of the picture of each school's overall achievements.

You can find more information in school prospectuses and School Profiles, by checking if there have been any recent Ofsted inspections and, of course, by visiting schools and talking to teachers.

If your child is nearing the end of their time at primary school, you will probably want to look at the Secondary School Achievement and Attainment Tables to help you decide which secondary schools to express preferences for. These are available at www.dcsf.gov.uk/performance/tables.

How to read the Tables

The Primary School Achievement and Attainment Tables give more than one measure of a school's performance. These measures can be considered alongside each other when evaluating the performance of a school. The Tables show:

- background information for each school, including the number and percentage of pupils in the school (a) with statements of Special Educational Needs (SEN) or with SEN supported at School Action Plus; and (b) with SEN supported at School Action
- a Contextual Value Added (CVA) measure and coverage percentage
- the number of pupils eligible for KS2 assessment including the number and percentage of KS2 pupils (a) with statements of SEN or with SEN supported at School Action Plus; and (b) with SEN supported at School Action

- the percentage of pupils achieving Level 4 and above and Level 5 at KS2, and the percentage of pupils absent from or unable to access the tests
- the percentage of pupils making at least expected progress in English, and separately, in maths between the end of KS1 and end of KS2
- the average point score for the school
- bar charts showing comparative results for the past four years
- the percentage of overall absence and the percentage of persistent absence.

You can find more information on CVA, absence records, year on year comparisons, SEN and the National Curriculum and its key stages (the levels of achievement expected of pupils at various ages and stages, and teacher assessments and tests) in this booklet.

The glossary, abbreviations and meanings, explanations about where the information in this booklet comes from, how to get extra copies of the Tables, and further information are at the back of the booklet.

How to read the Tables

SCHOOLS	Background Information				Eligible pupils			Key Stage 1 to Key Stage 2 Contextual Value Added			Key Stage 1 to Key Stage 2 Progress Measure						
	Total number of pupils on roll (all ages)	Total number and percentage of pupils with SEN		Number of pupils on roll aged 10 as at 31 August 2008	Pupils eligible for Key Stage 2 assessment			KS1-2 CVA Score	Confidence Interval		Coverage	% making expected progress in English	Coverage		% making expected progress in maths	Coverage	
		with statements or supported at School Action Plus	Supported at School Action		Total	with statements or supported at School Action Plus	Supported at School Action		Upper Limit	Lower Limit			% of eligible pupils included in CVA calculation	% of eligible pupils included in English progress measure		% making expected progress in maths	% of eligible pupils included in maths progress measure
School Street Name Village/Town City/County Postcode Tel: CY 3-11	184	12	25	0	17	3	1	101.4	102.3	100.6	100%	94%	100%	94%	100%		

The number of pupils on roll at the school.

This shows the total number and percentage of pupils on roll at the school with statements of SEN or supported at School Action Plus. A statement describes any learning difficulties that the pupil has and specifies the extra help they need. Around 8% of pupils nationally have statements or receive provision at the school action plus level (around 3% have statements and 5% are at school action plus).

This shows the total number and percentage of pupils on roll with SEN supported at School Action. Around 11% of pupils nationally receive provision at the school action level.

The number of pupils aged 10 in August 2008 on roll on 15th January 2009.

This shows the number and percentage of eligible pupils with SEN.

Number of pupils eligible for KS2 assessment in 2009. This number includes pupils absent or unable to access the tests.

The percentage of pupils eligible for KS2 assessment who were included in the value added calculation. A CVA measure is not published for schools with less than 50% coverage

CVA scores are a way of estimating the underlying effectiveness of a school. We cannot calculate this underlying score exactly, but the confidence interval gives a range for where it is most likely to fall. The figures here show the upper and lower limits of this range.

CVA measure based on individual pupil progress between KS1 and KS2. The measure is represented as a number based around 100 and indicates the value the school has added on average for their pupils.

Key Stage 2 Test Results					Year on year comparison				Absence record						
% achieving Level 4 or above in both English and mathematics	% achieving Level 4 or above		% achieving Level 5 (% absent or unable to access the tests)		Average point score	Aggregate of test percentages for Level 4+				Aggregate of test percentages for Level 5				Overall absence	Persistent absence
	English	Mathematics	Science			2006	2007	2008	2009	2006	2007	2008	2009		
71%	71%	6%	82%	47%	59%	24%							4.4%	0.0%	

The percentage of pupils achieving Level 4 or above in English and mathematics combined.

The percentage of pupils achieving Level 4 and above, and the percentage of pupils achieving Level 5, in the test. Level 4 is the expected level for most 11 year olds.

The percentage of eligible pupils absent or unable to access the test.

Average Point Score is calculated by dividing the total number of points achieved by all pupils eligible for KS2 assessment in each subject, by the number of eligible pupils.

The bar charts show the sum of the three percentages of pupils achieving Level 4 and above and Level 5 in the English, mathematics and science tests, in each of the past four years.

The percentage of sessions missed through both authorised and unauthorised absence over the autumn 2008 and spring 2009 terms.

The percentage of pupils who have had more than 48 sessions of absence over the autumn 2008 and spring 2009 terms.

The Key Stage 1 To Key Stage 2 (KS1-KS2) Contextual Value Added (CVA) Measure

What is Contextual Value Added?

CVA is a statistical way to measure the relative performance of schools. It is a measure that results from, as far as possible, adjusting for and therefore eliminating the impact of external factors, such as pupil mobility, ethnic background or deprivation, so that it gets as near as possible to reflecting the 'school effect' – how this school's impact on its pupils' achievement matches up against other schools.

Calculating the Contextual Value Added scores

We base each pupil's CVA score on a comparison between their actual KS2 performance and the KS2 performance predicted for each pupil by the CVA model, having taken into account the range of factors affecting performance.

An average of all pupils' CVA scores is produced for a school. That average is adjusted by the CVA model to account for cohort size, which then produces a school level CVA measure. This number is presented as a number based around 100 and indicates the value the school has added on average for its pupils.

Ready Reckoner

The Tables website provides a CVA Ready Reckoner as an additional tool which allows you to look at the detailed calculations. It can be found within the CVA guidance section at www.dcsf.gov.uk/performance/tables

Coverage of CVA

CVA covers all maintained schools and non-maintained special schools. CVA models have been produced separately for mainstream schools and special schools.

Interpretation of a school's CVA score

The CVA section shows, for each school:

- the KS1-KS2 CVA score
- the upper and lower limits of a 95% confidence interval
- a coverage indicator

The coverage indicator shows the percentage of pupils at the end of KS2 included in the CVA calculation. This might not be 100 per cent because we do not have the KS1 test results for some pupils, for example because they were previously educated outside England.

If the coverage indicator is very low (below 50 per cent) then the CVA score is not published because it does not properly represent the effectiveness of the school.

The CVA measure is shown as a score based around 100. Scores above 100 represent schools where pupils on average made more progress than similar pupils nationally, while scores below 100 represent schools where pupils made less progress.

What a school's CVA measure tells you

For KS1-KS2 CVA, a measure of 101 means that, on average, the school's KS2 cohort has achieved one term's more progress than the national average. A score of 99 means that the school's pupils made a term's less progress.

While the CVA measures give an indication of overall effectiveness, the significance that can be attached to any particular school's CVA measure depends, among other things, on the number of pupils included in the CVA calculation. The smaller the number of pupils, the less confidence can be placed on the CVA measure as an indicator of whether the effectiveness of a school is significantly above or below average.

Confidence Intervals

The CVA measure is a statistical means of assessing the relative effectiveness of school or pupil progress between KS1 and KS2.

CVA is, however, based on a given set of pupils' results for a particular test paper on a particular day. A school could have been equally effective and yet the same set of pupils might have achieved different results on the day. And the school would almost certainly have shown slightly different results with a different set of pupils, even with the same levels of prior attainment.

Hence, although the CVA is based on all pupils in the school cohort, not just a sample of them, this degree of uncertainty should be taken into account if interpreting the figures as estimates of a school's effectiveness.

The uncertainty of a CVA score as a measure of school effectiveness can be presented as a confidence interval (CI). This is a range of scores within which we can be statistically confident that the "true" school effectiveness will lie.

The degree of significance that can be attached to a school's CVA measure depends, among other things, on the number of pupils included in the calculation.

The CVA methodology produces a 95 per cent CI to show the range within which we can be confident the CVA measure represents the overall effectiveness of a school. If a school cohort is large the width of the CI will be small, but if a school cohort is small the CI will be wide.

A school level CVA measure must always be interpreted alongside the CI. Schools where the lower limit of the CI is above 100 represent schools where pupils on average made significantly more progress than pupils nationally, while schools where the upper limit of the CI is below 100 represent schools where pupils made significantly less progress.

Examples for KS1-KS2 CVA:

- a measure of 100.6 with a CI between 99.8 and 101.4 means the progress made by pupils in the school's KS2 cohort is not significantly different from the national average
- a measure of 101.5 with a CI between 100.9 and 102.1 means the progress made by pupils in the school's KS2 cohort is significantly above the national average
- a measure of 99.2 with a CI between 99.0 and 99.4 means the progress made by pupils in the school's KS2 cohort is significantly below the national average.

Further information on calculation and interpretation of CVA measures and confidence intervals can be found in the "Technical Guide to KS1 – KS2 Contextual Value Added Model" on the website at www.dcsf.gov.uk/performance/tables

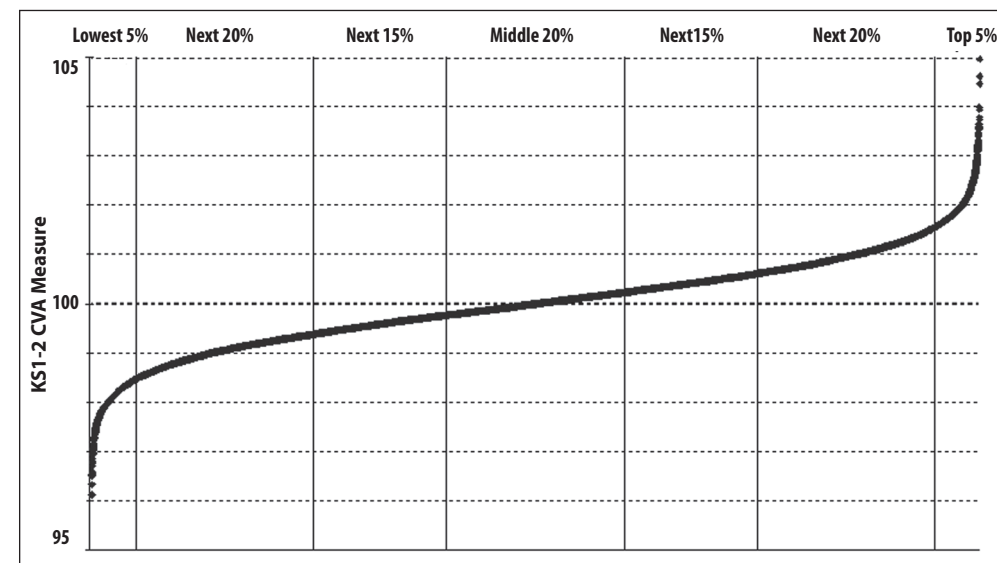
Key Stage 1 to Key Stage 2 CVA Measure (centred around 100)		
Profiles		Percentiles
All Maintained Mainstream Schools	All Special Schools	
101.6 and above	102.5 and above	Top 5% of schools nationally
100.6 to 101.5	100.0 to 102.4	Next 20% of schools nationally
100.2 to 100.5	99.8 to 99.9	Next 15% of schools nationally
99.8 to 100.1	99.6 to 99.7	Middle 20% of schools nationally
99.4 to 99.7	99.5 to 99.5	Next 15% of schools nationally
98.5 to 99.3	99.0 to 99.4	Next 20% of schools nationally
98.4 and below	98.9 and below	Bottom 5% of schools nationally

Contextual Value Added (CVA) Percentiles

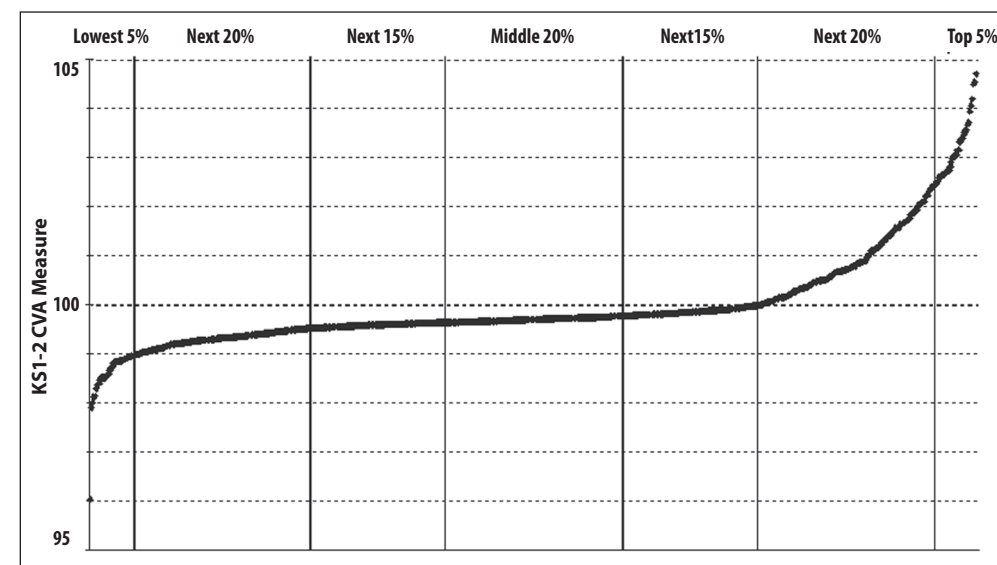
The CVA percentiles give the distribution of CVA scores and show where schools are placed nationally compared to other schools, based on the CVA measure. There are three versions, which allow comparisons against: all schools (i.e. both mainstream and special); mainstream schools only; and special schools only.

Snake plots are a useful way of presenting percentiles. The following two plots simply repeat the information shown in the table on the left, but in a way that enables the national distribution to be more easily understood.

All Maintained Mainstream Schools KS1-2 CVA Scores and Ranks



All Special Schools (including non-maintained) KS1-2 CVA Scores and Ranks



Key Stage 2 Test Results

Further details on the National Curriculum tests can be found in the “National Curriculum” section.

The Results

This part of the Tables shows:

- the number of pupils who were at the end of Key Stage 2 (KS2) and, therefore, eligible to take the tests in May 2009. All pupils - including those with Special Educational Needs (SEN) - are eligible for assessment under the National Curriculum when they reach the end of KS2. Most pupils will be aged 11 by the end of the school year, but some may be older or younger
- the number and percentage of eligible pupils (a) with statements of SEN or with SEN supported at School Action Plus; and (b) with SEN supported at School Action as at May 2009
- the percentage of eligible pupils in each subject who achieved Level 4 or above in the English, mathematics and science tests
- the percentage of eligible pupils in each subject who achieved Level 5 in the English, mathematics and science tests

- the percentage of pupils making at least expected progress in English, and separately, in maths between the end of KS1 and end of KS2
- the Average Point Score (APS). The APS for a school provides a fuller picture of the KS2 achievements of pupils of all abilities. Two schools with similar percentages of pupils achieving Level 4 and above may have different APSs. The APS values the achievements of pupils below the Level 4 threshold, by taking account of whether pupils attain level 3 or not.
- Progress measure. National targets require schools to ensure that a specified percentage of pupils make at least expected progress in English and, separately, in maths between the end of KS1 and the end of KS2. “Expected progress” is two national curriculum levels of progress

Eligible pupils with SEN

The Tables show how many of the pupils eligible for KS2 assessment had SEN. Some of these pupils may not have taken the tests - because they were working below the level assessed by the tests, or because they were working at the level of the tests but unable to access them. This will affect the school’s overall results.

Level 4 or above and Level 5 at KS2

The Tables show the percentages of pupils achieving Level 4 or above and Level 5 in the KS2 tests for English, mathematics and science and the percentages achieving Level 4 and above in English and mathematics combined. Level 4 is the level expected of most 11 year olds. Level 5 means pupils are achieving beyond the expected level.

These percentages are based on all eligible pupils, including those who were absent at the time of the tests or working at the level of the tests but unable to access them and, therefore, did not achieve a result.

We include all eligible pupils in our calculations to ensure that the Tables give more comprehensive information about school performance.

What a school’s attainment measures tell you

National Curriculum tests measure pupil’s attainment against the levels set by the National Curriculum. They measure the extent to which pupils have the specific knowledge, skills and understanding which the National Curriculum expects pupils to have mastered in English, mathematics and science by the end of KS2.

The National Curriculum tests do not measure a pupil's general ability in other subject areas.

Measures of attainment, such as the proportion reaching Level 4 or above; the proportion reaching Level 5; and the average point score show the actual results achieved by the cohort of pupils who took their KS2 tests in 2009, i.e. the standards reached in the tests.

However, school's KS2 results are largely affected by the prior attainment of their pupils (how well they did at KS1). Therefore, in comparing the effectiveness of two or more primary schools, it is best to also look at their contextual value added measures which adjust for differences in prior attainment.

If you do wish to compare school's KS2 results, bear in mind that small differences between school results are unlikely to be significant, particularly if the school's year group is small.

Percentage of pupils absent or working at the level of the tests but unable to access them

Some pupils were absent from school at the time the tests were taken in May 2009 (perhaps due to illness) and did not achieve a test level. A very small number of pupils may be unable to access some, or all, of the tests, even with special arrangements. These pupils are assessed as working at the level of the tests but unable to access them. This can happen if all, or part, of a test is not suitable for a pupil with particular special educational needs, though the tests are designed to cater for most pupils with SEN.

Each school's results at Level 4 or above and Level 5 are based on the results of all pupils at the end of KS2, including those who were absent on the day of the test or working at the level of the tests but unable to access them. Because those pupils are included in the calculations but did not achieve a test level, they may disproportionately affect a school's results.

To help you take this into account, the percentage of eligible pupils who were absent at the time of the tests or working at the level of the tests but unable to access them is shown alongside the percentage achieving Level 4 or above and Level 5. The higher the percentage of those pupils, the more a school's results may have been affected by pupils with no test results.

Adjustments to the number of eligible pupils

The results of some schools have been adjusted.

Some schools requested that pupils recently admitted from overseas with little or no English be discounted from the figures. This is allowed where the pupil was admitted for the first time to an English school in the 2007/2008 or 2008/2009 school year from outside the United Kingdom, they arrived from overseas prior to their admission and their first language is not English.

The Government accepts that these pupils are unlikely to be able to show what they can do in the tests until they have improved their English language skills and are more familiar with the school curriculum in this country.

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SCHOOLS

	Background Information			Eligible pupils			Key Stage 1 to Key Stage 2 Contextual Value Added			Key Stage 1 to Key Stage 2 Progress Measure				
	Total number of pupils on roll (all ages)	Total number and percentage of pupils with SEN		Number of pupils on roll aged 10 as at 31 August 2008	Pupils eligible for Key Stage 2 assessment			KS1-2 CVA Score	Confidence Interval	Coverage	% making expected progress in English	Coverage	% making expected progress in Maths	Coverage
		with statements or supported at School Action Plus	Supported at School Action		Total	with statements or supported at School Action Plus	Supported at School Action		Upper Limit	% of eligible pupils included in CVA calculation		% of pupils included in English progress measure		% of pupils included in maths progress measure
All Saints Babbacombe CofE Primary School														
Quinta Road Torquay Devon TQ1 3RN Tel: 01803 329131	199	15 7.5%	33 16.6%	28	28	3 10.7%	7 25.0%	100.2	100.9	100%	85%	96%	81%	96%
Barton Primary School														
Barton Hill Road Torquay Devon TQ2 8JA Tel: 01803 327161	461	52 11.3%	121 26.2%	71	74	10 13.5%	22 29.7%	99.4	99.9	100%	69%	100%	64%	97%
Brixham Church of England Primary School														
Higher Ranscombe Road Brixham Devon TQ5 9HF Tel: 01803 882575	239	23 9.6%	29 12.1%	28	30	5 16.7%	3 10.0%	102.3	103.0	100%	93%	100%	93%	100%
Chestnut Primary School														
Chestnut Drive Brixham Devon TQ5 0EQ Tel: 01803 857242	126	27 21.4%	14 11.1%	26	26	12 46.2%	0 0.0%	100.3	101.0	100%	84%	96%	65%	100%
Cockington Primary School														
Old Mill Road Torquay Devon TQ2 6AP Tel: 01803 214100	389	28 7.2%	44 11.3%	58	61	1 1.6%	9 14.8%	100.7	101.2	93%	93%	92%	89%	92%
Collaton St Mary Church of England Primary School														
Blagdon Road Paignton Devon TQ3 3YA Tel: 01803 556433	213	6 2.8%	16 7.5%	31	31	0 0.0%	5 16.1%	99.4	100.1	100%	65%	100%	84%	100%
Curledge Street Primary School														
Curledge Street Paignton Devon TQ4 5BA Tel: 01803 557726	484	48 9.9%	65 13.4%	77	75	7 9.3%	17 22.7%	101.0	101.5	100%	89%	99%	88%	100%
Eden Park Primary School														
Eden Park Brixham Devon TQ5 9NH Tel: 01803 854011	407	25 6.1%	41 10.1%	59	59	4 6.8%	7 11.9%	98.2	98.7	98%	55%	98%	81%	98%
Local Authority (excluding independent schools)		10.2%	11.4%			10.0%	17.3%							
England Average (maintained schools only)		9.6%	11.8%			11.0%	14.1%							
England Average (including independent schools)		9.3%	11.4%			10.8%	13.8%							

Key Stage 2 Test Results							Year on year comparison				Absence record					
% achieving Level 4 or above in both English and mathematics	% achieving Level 4 or above		% achieving Level 5 (% absent or unable to access the tests)		Average point score	Aggregate of test percentages for Level 4+				Aggregate of test percentages for Level 5				Overall absence	Persistent absence	
	English	Mathematics	Science	2006		2007	2008	2009	2006	2007	2008	2009				
75%	82%	43%	82%	29%	93%	36%	27.9	272	246	247	257	76	132	97	107	All Saints Babbacombe CofE Primary School
		(0%)		(0%)		(0%)										
49%	64%	14%	61%	19%	82%	30%	26.0	194	219	213	207	51	78	70	62	Barton Primary School
		(0%)		(3%)		(1%)										
90%	93%	33%	93%	60%	100%	73%	30.1				287				167	Brixham Church of England Primary School
		(0%)		(0%)		(0%)		N/A	N/A	N/A		N/A	N/A	N/A		
50%	69%	27%	62%	27%	96%	27%	27.1	246	250	247	227	46	128	60	81	Chestnut Primary School
		(4%)		(0%)		(0%)										
82%	87%	39%	87%	43%	93%	48%	29.0	261	243	240	267	155	118	100	130	Cockington Primary School
		(2%)		(2%)		(0%)										
74%	77%	26%	84%	23%	97%	42%	27.9	297	250	277	258	133	80	129	90	Collaton St Mary Church of England Primary School
		(0%)		(0%)		(0%)										
68%	77%	40%	76%	35%	91%	44%	28.1	240	227	256	244	125	94	111	119	Curlledge Street Primary School
		(1%)		(0%)		(0%)										
73%	76%	14%	81%	34%	76%	17%	26.7	250	222		234	117	69		64	Eden Park Primary School
		(0%)		(0%)		(0%)				N/A				N/A		
70%	79%	29%	77%	34%	87%	40%	27.8	236	237	241	244	101	100	96	103	Local Authority
72%	80%	29%	79%	34%	88%	43%	27.8	240	244	247	247	109	111	104	106	England Average (maintained schools only)
72%	80%	29%	79%	35%	88%	43%	27.9	242	245	248	247	111	112	106	107	England Average (including independent schools)

TORBAY

SCHOOLS

	Background Information			Eligible pupils			Key Stage 1 to Key Stage 2 Contextual Value Added			Key Stage 1 to Key Stage 2 Progress Measure				
	Total number of pupils on roll (all ages)	Total number and percentage of pupils with SEN		Number of pupils on roll aged 10 as at 31 August 2008	Pupils eligible for Key Stage 2 assessment			KS1-2 CVA Score	Confidence Interval	Coverage	% making expected progress in English	Coverage	% making expected progress in Maths	Coverage
		with statements or supported at School Action Plus	Supported at School Action		Total	with statements or supported at School Action Plus	Supported at School Action		Upper Limit	% of eligible pupils included in CVA calculation		% of pupils included in English progress measure		% of pupils included in maths progress measure
Ellacombe School		16	44		4	6		99.3						
Ellacombe Church Road Torquay Devon TQ1 1TG Tel: 01803 293040	260	6.2%	16.9%	38	37	10.8%	16.2%	98.7	97%	75%	97%	61%	89%	
Furzeham Primary School		19	28		3	4		100.6						
Higher Furzeham Road Brixham Devon TQ5 8BL Tel: 01803 853347	268	7.1%	10.4%	42	44	6.8%	9.1%	100.0	93%	83%	95%	85%	91%	
Galmpton Church of England Primary School		5	25		2	8		99.6						
Greenway Road Galmpton Brixham Devon TQ5 0LT Tel: 01803 842628	212	2.4%	11.8%	32	32	6.3%	25.0%	99.0	97%	66%	91%	68%	97%	
Hayes School		65	85		7	24		101.2						
Hayes Road Paignton Devon TQ4 5PJ Tel: 01803 557336	437	14.9%	19.5%	57	55	12.7%	43.6%	100.7	95%	94%	95%	85%	95%	
Homelands Primary School		22	20		4	10		101.5						
Westhill Road Torquay Devon TQ1 4NT Tel: 01803 328264	256	8.6%	7.8%	29	29	13.8%	34.5%	100.8	100%	82%	97%	86%	100%	
Ilisham Church of England Primary School		13	17		2	3		101.6						
Ilisham Road Torquay Devon TQ1 2JQ Tel: 01803 292313	176	7.4%	9.7%	25	25	8.0%	12.0%	100.8	88%	100%	92%	91%	92%	
Kings Ash Primary School		66	56		11	14		98.5						
Pimm Road Paignton Devon TQ3 3XA Tel: 01803 555657	400	16.5%	14.0%	60	60	18.3%	23.3%	98.0	92%	50%	87%	57%	90%	
Oldway Primary School		50	71		6	15		101.7						
Higher Polsham Road Paignton Devon TQ3 2SY Tel: 01803 557190	686	7.3%	10.3%	93	93	6.5%	16.1%	101.3	100%	92%	98%	93%	99%	
Local Authority (excluding independent schools)		10.2%	11.4%			10.0%	17.3%							
England Average (maintained schools only)		9.6%	11.8%			11.0%	14.1%							
England Average (including independent schools)		9.3%	11.4%			10.8%	13.8%							

Key Stage 2 Test Results							Year on year comparison				Absence record							
% achieving Level 4 or above in both English and mathematics	% achieving Level 4 or above		% achieving Level 5 (% absent or unable to access the tests)		Average point score	Aggregate of test percentages for Level 4+				Aggregate of test percentages for Level 5				Overall absence	Persistent absence			
	English	Mathematics	Science							2006	2007	2008	2009					
38%	62%	19%	54%	16%	76%	24%										Ellacombe School		
		(3%)		(11%)		(5%)												
75%	80%	27%	82%	34%	84%	32%										Furzeham Primary School		
		(0%)		(2%)		(2%)												
59%	63%	28%	78%	44%	84%	47%										Galmpton Church of England Primary School		
		(6%)		(0%)		(3%)												
82%	84%	42%	85%	27%	84%	45%										Hayes School		
		(0%)		(0%)		(2%)												
72%	79%	34%	79%	38%	93%	59%										Homelands Primary School		
		(3%)		(0%)		(0%)												
88%	96%	28%	88%	44%	88%	44%										Ilsham Church of England Primary School		
		(0%)		(0%)		(0%)												
43%	57%	8%	57%	13%	62%	13%										Kings Ash Primary School		
		(7%)		(5%)		(5%)												
83%	86%	38%	92%	58%	98%	61%										Oldway Primary School		
		(1%)		(0%)		(1%)												
70%	79%	29%	77%	34%	87%	40%	27.8	236	237	241	244	101	100	96	103	6.1%	2.8%	Local Authority
72%	80%	29%	79%	34%	88%	43%	27.8	240	244	247	247	109	111	104	106	5.5%	2.2%	England Average (maintained schools only)
72%	80%	29%	79%	35%	88%	43%	27.9	242	245	248	247	111	112	106	107	5.5%	2.2%	England Average (including independent schools)

TORBAY

SCHOOLS

	Background Information			Eligible pupils			Key Stage 1 to Key Stage 2 Contextual Value Added			Key Stage 1 to Key Stage 2 Progress Measure						
	Total number of pupils on roll (all ages)	Total number and percentage of pupils with SEN		Number of pupils on roll aged 10 as at 31 August 2008	Pupils eligible for Key Stage 2 assessment			KS1-2 CVA Score	Confidence Interval		Coverage	% making expected progress in English	Coverage		% making expected progress in Maths	Coverage
		with statements or supported at School Action Plus	Supported at School Action		Total	with statements or supported at School Action Plus	Supported at School Action		Upper Limit	Lower Limit			% of eligible pupils included in CVA calculation	% of pupils included in English progress measure		
Preston Primary School		30	34			6	4		99.8		95%	70%	93%	84%	88%	
Old Paignton Road Livermead Torquay Devon TQ2 6UY Tel: 01803 607075 CY 4-11	309	9.7%	11.0%	42	43	14.0%	9.3%	99.2	98.6	99.9	91%	82%	96%	73%	96%	
Priory Roman Catholic Primary School, Torquay		15	21			2	7		99.1		91%	82%	96%	73%	96%	
St Catherine's Road Torquay Devon TQ1 4NZ Tel: 01803 328480 VA 4-11	167	9.0%	12.6%	25	23	8.7%	30.4%	99.1	98.3	99.9	91%	82%	96%	73%	96%	
Queensway Catholic Primary School		18	6			3	2		100.7		94%	93%	97%	86%	90%	
Queensway Chelston Torquay Devon TQ2 6DB Tel: 01803 613095 VA 4-11	196	9.2%	3.1%	31	31	9.7%	6.5%	100.7	100.0	101.4	94%	93%	97%	86%	90%	
Roselands Primary School		20	36			4	7		100.5		100%	75%	100%	81%	100%	
Lynmouth Avenue Paignton Devon TQ4 7RQ Tel: 01803 525375 CY 4-11	207	9.7%	17.4%	32	32	12.5%	21.9%	100.5	99.8	101.2	100%	75%	100%	81%	100%	
Sacred Heart Catholic School		11	8			1	0		98.6		97%	71%	97%	46%	97%	
Cecil Road Paignton Devon TQ3 2SH Tel: 01803 558298 VA 3-11	223	4.9%	3.6%	30	29	3.4%	0.0%	97.9	97.2	100.8	97%	71%	97%	46%	97%	
St Margaret Clitherow Catholic Primary School		4	14			2	1		100.0		90%	94%	90%	78%	90%	
Polhearne Way Brixham Devon TQ5 0EE Tel: 01803 851647 VA 5-11	107	3.7%	13.1%	20	20	10.0%	5.0%	100.0	99.1	100.8	90%	94%	90%	78%	90%	
St Margaret's School		11	18			1	8		101.2		97%	91%	97%	96%	97%	
Barewell Road Torquay Devon TQ1 4PA Tel: 01803 327090 CY 4-11	341	3.2%	5.3%	58	58	1.7%	13.8%	100.7	100.2	101.2	97%	91%	97%	96%	97%	
St Marychurch Church of England Primary and Nursery School		21	31			2	8		100.9		98%	82%	98%	89%	96%	
Hartop Road St Marychurch Torquay Devon TQ1 4QH Tel: 01803 329070 VA 3-11	299	7.0%	10.4%	47	46	4.3%	17.4%	100.3	99.7	100.9	98%	82%	98%	89%	96%	
Local Authority (excluding independent schools)		10.2%	11.4%			10.0%	17.3%									
England Average (maintained schools only)		9.6%	11.8%			11.0%	14.1%									
England Average (including independent schools)		9.3%	11.4%			10.8%	13.8%									

Key Stage 2 Test Results							Year on year comparison				Absence record														
% achieving Level 4 or above in both English and mathematics	% achieving Level 4 or above		% achieving Level 5 (% absent or unable to access the tests)		Average point score	Aggregate of test percentages for Level 4+				Aggregate of test percentages for Level 5				Overall absence	Persistent absence										
	English	Mathematics	Science							2006	2007	2008	2009												
63%	70%	23%	74%	30%	74%	40%											Preston Primary School								
		(2%)		(7%)		(5%)								5.5%	1.4%										
65%	87%	26%	70%	13%	96%	26%											Priory Roman Catholic Primary School, Torquay								
		(0%)		(0%)		(0%)								6.0%	2.7%										
74%	84%	48%	81%	35%	87%	32%											Queensway Catholic Primary School								
		(0%)		(0%)		(0%)								6.3%	1.7%										
69%	78%	31%	78%	34%	91%	50%											Roselands Primary School								
		(0%)		(0%)		(0%)								4.8%	1.0%										
59%	83%	10%	59%	7%	83%	24%											Sacred Heart Catholic School								
		(0%)		(0%)		(0%)								6.8%	5.2%										
70%	90%	35%	70%	35%	100%	50%											St Margaret Clitherow Catholic Primary School								
		(0%)		(0%)		(0%)								5.8%	3.0%										
84%	88%	34%	90%	43%	98%	40%											St Margaret's School								
		(0%)		(0%)		(0%)								6.0%	2.7%										
78%	85%	26%	87%	48%	89%	48%											St Marychurch Church of England Primary and Nursery School								
		(0%)		(2%)		(2%)								6.7%	2.5%										
70%	79%	29%	77%	34%	87%	40%								27.8	236	237	241	244	101	100	96	103	6.1%	2.8%	Local Authority
72%	80%	29%	79%	34%	88%	43%								27.8	240	244	247	247	109	111	104	106	5.5%	2.2%	England Average (maintained schools only)
72%	80%	29%	79%	35%	88%	43%								27.9	242	245	248	247	111	112	106	107	5.5%	2.2%	England Average (including independent schools)

TORBAY

SCHOOLS

	Background Information			Eligible pupils			Key Stage 1 to Key Stage 2 Contextual Value Added			Key Stage 1 to Key Stage 2 Progress Measure								
	Total number of pupils on roll (all ages)	Total number and percentage of pupils with SEN		Number of pupils on roll aged 10 as at 31 August 2008	Pupils eligible for Key Stage 2 assessment			KS1-2 CVA Score	Confidence Interval		Coverage		% making expected progress in English	Coverage		% making expected progress in Maths	Coverage	
		with statements or supported at School Action Plus	Supported at School Action		Total	with statements or supported at School Action Plus	Supported at School Action		Upper Limit	Lower Limit	% of eligible pupils included in CVA calculation	% of pupils included in English progress measure		% of pupils included in maths progress measure				
Sherwell Valley Primary School																		
Hawkins Avenue Torquay Devon TQ2 6ES Tel: 01803 613296	670	14 2.1%	60 9.0%	89	89	3 3.4%	10 11.2%	100.2	100.6	96%	88%	96%	88%	97%				
Shiphay School and Orchard Nursery																		
Exe Hill Shiphay Torquay Devon TQ2 7NF Tel: 01803 613556	452	16 3.5%	47 10.4%	62	60	3 5.0%	10 16.7%	100.6	101.1	100%	92%	100%	81%	98%				
Torre Church of England Primary School																		
Barton Road Torquay Devon TQ1 4DN Tel: 01803 324007	241	3 1.2%	23 9.5%	30	30	1 3.3%	6 20.0%	100.5	99.8	93%	86%	97%	97%	97%				
Upton St James CofE Primary School																		
St James Road Upton Torquay Devon TQ1 4AZ Tel: 01803 328286	88	12 13.6%	19 21.6%	15	14	2 14.3%	7 50.0%	101.4	102.4	93%	92%	93%	100%	93%				
Warberry Church of England Primary School																		
Cedars Road Torquay Devon TQ1 1SB Tel: 01803 292642	354	7 2.0%	32 9.0%	48	48	0 0.0%	5 10.4%	100.2	99.7	100%	94%	100%	81%	100%				
Watcombe Primary School																		
Moor Lane Torquay Devon TQ2 8NU Tel: 01803 327419	239	26 10.9%	45 18.8%	27	27	6 22.2%	9 33.3%	100.3	101.0	100%	73%	96%	74%	100%				
White Rock Primary School																		
Davies Avenue Paignton Devon TQ4 7AW Tel: 01803 843175	420	5 1.2%	14 3.3%	66	66	1 1.5%	4 6.1%	99.3	99.8	94%	88%	91%	78%	89%				
Local Authority (excluding independent schools)		10.2%	11.4%			10.0%	17.3%											
England Average (maintained schools only)		9.6%	11.8%			11.0%	14.1%											
England Average (including independent schools)		9.3%	11.4%			10.8%	13.8%											

Key Stage 2 Test Results							Year on year comparison								Absence record			
% achieving Level 4 or above in both English and mathematics	% achieving Level 4 or above		% achieving Level 5 (% absent or unable to access the tests)			Average point score	Aggregate of test percentages for Level 4+				Aggregate of test percentages for Level 5				Overall absence	Persistent absence		
	English	Mathematics	Science	2006	2007		2008	2009	2006	2007	2008	2009						
79%	89%	29%	81%	37%	94%	46%	28.6	239	255	259	264	102	95	123	112	5.1%	1.3%	Sherwell Valley Primary School
		(1%)		(3%)		(1%)												
77%	87%	40%	80%	42%	95%	57%	28.7	260	255	258	262	146	127	156	138	5.3%	1.7%	Shiphay School and Orchard Nursery
		(0%)		(0%)		(0%)												
93%	93%	33%	97%	43%	97%	37%	28.9	233	241	283	287	143	93	153	113	6.4%	3.4%	Torre Church of England Primary School
		(0%)		(0%)		(0%)												
93%	93%	21%	100%	29%	86%	43%	28.4	241	207	283	279	68	57	92	93	8.3%	4.8%	Upton St James CofE Primary School
		(0%)		(0%)		(0%)												
75%	94%	35%	79%	40%	96%	48%	28.8	278	276	246	269	152	148	94	123	5.9%	1.8%	Warberry Church of England Primary School
		(0%)		(0%)		(0%)												
67%	67%	11%	74%	30%	93%	48%	27.3	217	250	233	233	110	109	53	89	7.8%	6.4%	Watcombe Primary School
		(0%)		(0%)		(0%)												
76%	92%	30%	76%	32%	88%	23%	28.1	257	241	252	256	105	98	90	85	5.4%	1.1%	White Rock Primary School
		(2%)		(5%)		(3%)												
70%	79%	29%	77%	34%	87%	40%	27.8	236	237	241	244	101	100	96	103	6.1%	2.8%	Local Authority
72%	80%	29%	79%	34%	88%	43%	27.8	240	244	247	247	109	111	104	106	5.5%	2.2%	England Average (maintained schools only)
72%	80%	29%	79%	35%	88%	43%	27.9	242	245	248	247	111	112	106	107	5.5%	2.2%	England Average (including independent schools)

TORBAY

SPECIAL SCHOOLS

	Background Information			Eligible pupils			Key Stage 1 to Key Stage 2 Contextual Value Added			Key Stage 1 to Key Stage 2 Progress Measure				
	Total number of pupils on roll (all ages)	Total number and percentage of pupils with SEN		Number of pupils on roll aged 10 as at 31 August 2008	Pupils eligible for Key Stage 2 assessment			KS1-2 CVA Score	Confidence Interval	Coverage	% making expected progress in English	Coverage	% making expected progress in Maths	Coverage
		with statements or supported at School Action Plus	Supported at School Action		Total	with statements or supported at School Action Plus	Supported at School Action		Upper Limit Lower Limit	% of eligible pupils included in CVA calculation		% of pupils included in English progress measure		% of pupils included in maths progress measure
Combe Pafford School														
Steps Lane Watcombe Torquay Devon TQ2 8NL Tel: 01803 327902	157			10	11			<	<	<	<	<	<	<
Mayfield School														
Moor Lane Watcombe Torquay Devon TQ2 8NH Tel: 01803 328375	101			8	8			<	<	<	<	<	<	<
Torbay School														
170b Torquay Road Paignton Devon TQ3 2AL Tel: 01803 665522	52			1	5			<	<	<	<	<	<	<
Local Authority (excluding independent schools)		10.2%	11.4%											
England Average (maintained schools only)		9.6%	11.8%											
England Average (including independent schools)		9.3%	11.4%											

More Information

Absence Records

The Tables show the levels of overall and persistent absence for day pupils of compulsory school age (age 5 to 15 at the start of the academic year 2008/2009).

Overall absence is the percentage of possible half-days recorded under any combination of the following attendance codes (or the sum of authorised and unauthorised absences for schools which do not report absence by reason):

- I - Authorised absence due to illness (NOT medical or dental etc. appointments)
- M - Authorised absence due to medical/dental appointments
- R - Authorised absence due to religious observance
- S - Authorised absence due to study leave
- T - Authorised absence due to traveller absence
- H - Authorised absence due to agreed family holiday
- F - Authorised absence due to agreed extended family holiday
- E - Authorised absence as pupil is excluded, with no alternative provision made
- C - Authorised absence as pupil is absent due to other authorised circumstances

- G - Unauthorised absence as pupil is on a family holiday, not agreed, or is taking days in excess of an agreed family holiday
- U - Unauthorised absence as pupil arrived after registers closed
- O - Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code/description
- N - Unauthorised absence as pupil missed sessions for a reason that has not yet been provided

Persistent absence is the percentage of pupils enrolments equalling or exceeding the threshold number of half-day absences (set to equal 20% of the national average number of possible half-day sessions) over the Autumn and Spring terms combined. The persistent absence threshold for Autumn and Spring 2008/2009 is 48 or more half-day sessions.

Boarding enrolments are not included. Enrolments for whom zero possible sessions were recorded are not included. The first and second columns show:

- the percentage of half days missed due to overall absence
- the percentage of pupils enrolments with 48 or more half days of absence.

If we have not received complete information from a school, "Valid data were not returned" is shown in the relevant columns. If we have agreed to suppress information from a school due to data quality issues, "Valid data were not returned" is shown in the relevant columns. "Not applicable" applies to boarding schools with no day pupils. In the case of schools that are part boarding, the published statistics relate only to the school's day pupils and may not represent the levels of absence in the school as a whole.

There may be inconsistencies for some schools in the figures for the number of pupils on roll on 15 January 2009 and the number of pupil's enrolments underlying the persistent absence figure. This is because they have been calculated in different ways and serve different purposes.

Year on Year Comparisons

The Tables show how the KS2 results of pupils in each maintained school have changed over the past four years.

Bar charts show the aggregates of the three percentages of pupils achieving Level 4 or above and Level 5 in the English, mathematics and science tests in each of the years 2006, 2007, 2008 and 2009.

The Level 4 and above aggregate is calculated as follows:

$$\left[\begin{array}{l} \frac{\text{No. of pupils achieving L4+ in English}}{\text{No of eligible pupils in English}} \\ + \\ \frac{\text{No. of pupils achieving L4+ in maths}}{\text{No of eligible pupils in maths}} \\ + \\ \frac{\text{No. of pupils achieving L4+ in science}}{\text{No of eligible pupils in science}} \end{array} \right]$$

x 100 = **Aggregate** (to the nearest whole number)

The Level 5 aggregate is calculated as follows:

$$\left[\begin{array}{l} \frac{\text{No. of pupils achieving L5 in English}}{\text{No. of eligible pupils in English}} \\ + \\ \frac{\text{No. of pupils achieving L5 in mathematics}}{\text{No. of eligible pupils in mathematics}} \\ + \\ \frac{\text{No. of pupils achieving L5 in science}}{\text{No. of eligible pupils in science}} \end{array} \right]$$

x 100 = **Aggregate** (to the nearest whole number)

What the year on year comparisons tell you

From the bar charts, you can see the history of a school's KS2 results, and whether they have stayed at the same level over time.

Because each year group is made up of different pupils, with different prior attainment and other characteristics, results may fluctuate from year to year for reasons to do with the pupils rather than the school.

Small fluctuations from year to year are unlikely to be significant, particularly if the school's year group is small.

Special Educational Needs (SEN)

The Tables show:

- the total number and percentage of pupils with SEN on a school's roll
- the total number and percentage of pupils eligible for the KS2 tests with statements or supported at School Action Plus
- the total number and percentage of pupils eligible for the KS2 tests supported at School Action.

SEN School Codes

School Action

The triggers for intervention through School Action could be the teacher's or others' concern, underpinned by evidence, about a child

who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

School Action Plus

The triggers under School Action Plus could be that, despite receiving an individualised programme and/or concentrated support under School Action, the pupil:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and mathematics skills

- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The National Curriculum

Pupils aged five to sixteen in maintained schools must be taught the National Curriculum.

This is divided into four Key Stages that generally depend on children's ages.

During Key Stage 2 the statutory subjects that all pupils must study are art and design, design and technology, English, geography, history, information and communication technology, mathematics, music, physical education and science. Religious education must also be provided.

Year Group	Reception	1 2	3 4 5 6	7 8 9	10 11
Age of pupils at end of year	5	6 7	8 9 10 11	12 13 14	15 16
Key Stage	FOUNDATION STAGE	KEY STAGE 1	KEY STAGE 2	KEY STAGE 3	KEY STAGE 4

Levels of achievement

The National Curriculum sets standards of achievement in each subject for pupils aged five to fourteen. For most subjects, these standards range from Levels 1 through to 8.

In primary schools:

- most seven year olds are expected to achieve Level 2
- most eleven year olds are expected to achieve Level 4.

Teacher assessments

Throughout the year, all teachers assess their pupils' progress in each subject as a normal part of their teaching. The teacher decides which level best describes a pupil's performance in each area of learning in that subject. They must report their assessments in English, mathematics and science when pupils reach the end of each key stage.

Teacher assessments are not reported in the Primary School Achievement and Attainment Tables.

Tests

National tests, taken at the end of each key stage, give a snapshot of a pupil's attainment in the core subjects.

At the end of KS2, pupils are tested in English, mathematics and science.

These end of key stage tests give an independent and nationally standardised measure of how pupils and schools are performing compared with national standards in the core subjects.

Using the following table you can compare your child's test result against the expected level for their age group.

Age	7 years	11 years
Key Stage	KS1	KS2
Level 5		■
Level 4		■
Level 3	■	■
Level 2a, 2b, 2c	■	■
Level 1	■	

- **Beyond expectations**
- **At level expected**
- **Below expectations**

Glossary and Abbreviations and their Meanings

TYPE OF SCHOOL

AC	Academy , publicly funded independent school offering free education to pupils of all abilities, established by sponsors from business, faith or voluntary groups working in partnership with central Government and local education partners.
CY	Community School , maintained by the local authority (LA). The LA is the admissions authority - it has main responsibility for deciding arrangements for admitting pupils.
CYS	Community Special School , maintained by the LA, which is organised to make special educational provision for pupils with special educational needs (SEN).
FD	Foundation School , maintained by the LA. May have a foundation (generally religious) that appoints some - but not most - of the governing body. The governing body is the admissions authority.
FDS	Foundation Special School , maintained by the LA, which is specifically organised to make special educational provision for pupils with SEN.
VA	Voluntary Aided school , maintained by the LA, with a foundation (generally religious) that appoints most of the governing body. The governing body is the admissions authority.

VC **Voluntary Controlled school**, maintained by the LA, with a foundation (generally religious) which appoints some - but not most - of the governing body. The LA is the admissions authority.

OTHER INFORMATION IN THE TABLES

KS1 **Key Stage 1.** Key Stage 1 tasks and tests are taken at the end of the Key Stage 1 programme of study, normally in Year 2 when children are seven years old. The tests cover reading, writing and mathematics.

KS2 **Key Stage 2.** Key Stage 2 tests are taken at the end of the Key Stage 2 programme of study normally in Year 6 when children are 11 years old. Children have to be assessed at working at level 3 or above to take the tests. The subjects covered are English, mathematics and science.

Eligible pupils Number of pupils eligible for Key Stage 2 assessment in the 2008/2009 school year. All pupils, including those with SEN, are eligible for assessment under the National Curriculum when they reach the end of Key Stage 2. Most will be aged 11 by the end of the school year, but some will be older or younger. This number includes all eligible pupils on the school roll at the time of the tests in May 2009, regardless of whether or not they sat the tests (some pupils may have been absent or working at the level of the tests but unable to access them).

LA Local Authority.

R The school has not confirmed that it has checked the test results.

< The school had 10, or fewer, pupils eligible for KS2 assessment at the time of the 2009 tests. Results are not shown because of the risk of an individual pupil's results being identified; or no absence data is shown where the school has 10, or fewer, day pupils of compulsory school age on roll.

Shown for the CVA measure and coverage indicator where schools have less than 50 per cent coverage.

N/A No results were published for the year in question; or contextual value added information is not applicable; or an absence return is not required (boarding schools and new schools which opened after the start of the academic year).

+

Test results are unavailable for reasons beyond the school's control. Readers of the Tables should contact the school for full information on estimates of the tests results that were expected to be achieved; or absence rates not published due to a missing or incorrect return.

@ Absence return not required.

About this Booklet

How the Tables were compiled

Key Stage 2 results were supplied by the Qualification and Curriculum Development Agency's (QCDA's) Data Collection Agency and then checked by the Department with schools."

Key Stage 2 results and Contextual Value Added scores were checked with or provided by schools in September 2009.

Information about overall and persistent pupil absence and background information (such as the school name and address) was provided and checked by schools.

If the school did not confirm that it had checked its test results and/or background information, the letters "R" appear after its age range.

Further Information

If you have any questions about the information in the Tables, you should first contact the school concerned.

Printable versions of the Achievement and Attainment Tables for local authority areas (listing all schools in the area) are available at www.dcsf.gov.uk/performance/tables

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